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ABSTRACT

This module on techniques of intervention is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. Following notes on the target population (community college students), module length (51 class hours), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives; (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. A total of nine objectives are included to help students utilize social service delivery systems and the basic concepts of a variety of intervention techniques. A major component is an experimental laboratory activity in which the student plans and implements an eight-week group experience for a small group of clients/patients. In addition to listing instructional procedures for each objective, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes the techniques of intervention laboratory description and a team individualized treatment plan outline. (LRA)

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CAREER EDUCATION FOR MENTAL HEALTH WORKERS

TECHNIQUES OF INTERVENTION

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HUMAN SERVICE INSTRUCTIONAL SERIES

MODULE NO. 4

CAREER EDUCATION FOR MENTAL HEALTH WORKERS PROJECT
HUMAN RESOURCES INSTITUTE
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA 33620

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TECHNIQUES OF INTERVENTION

Module Goal: This module will teach the student to utilize social service delivery systems and the basic concepts of a variety of intervention techniques. In an experiential laboratory the student will plan and implement an eight week group experience for a small group of clients/ patients.

Prerequisite: Psychosocial Assessment or with permission of instructor

Target Population: Human Service students at the community college level

Module Length: 51 classroom hours and 16 hours experiential laboratory

Suggested Class Size: 15 - 25 students

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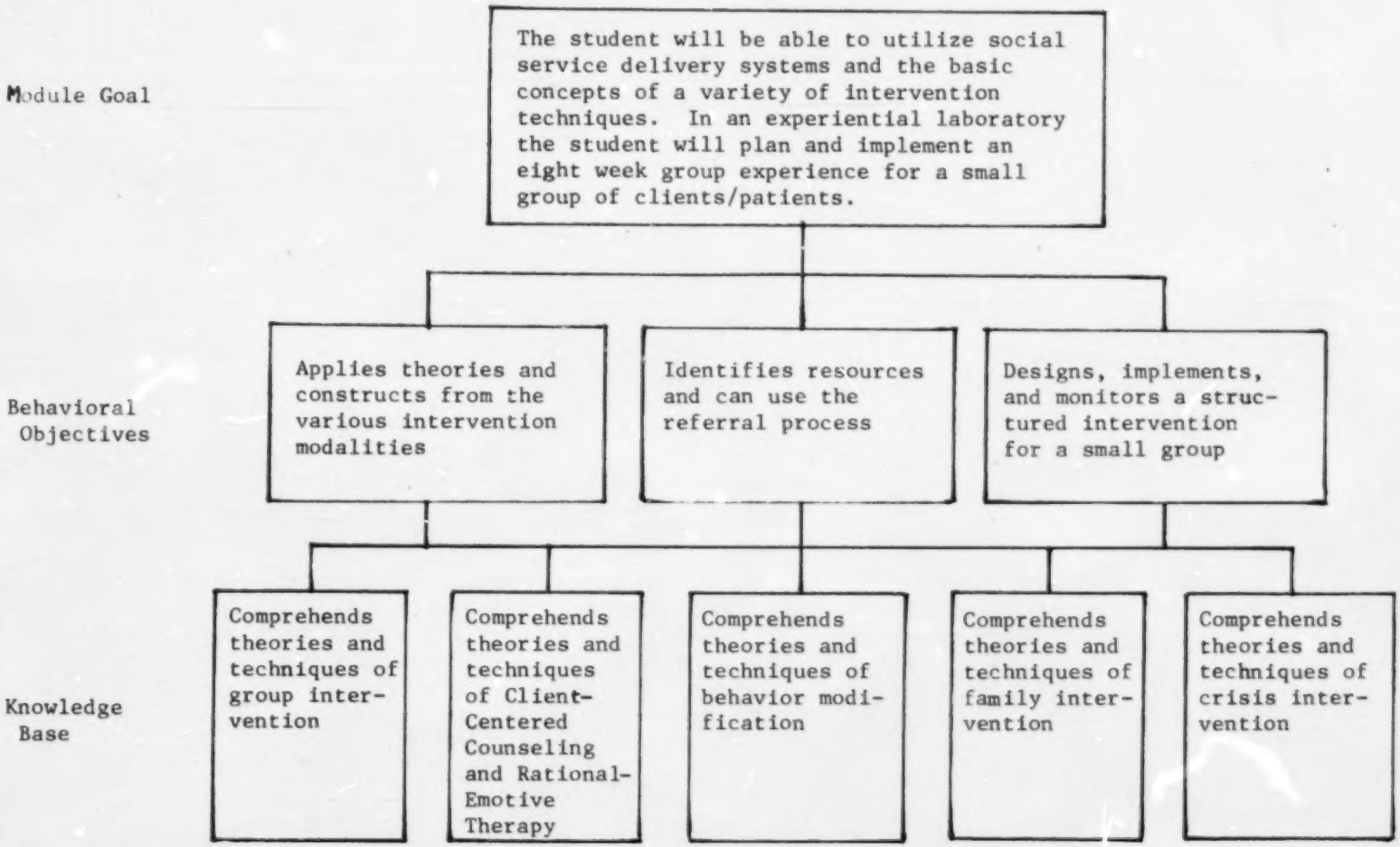
CONTENTS

		Page
SECTION I:	BEHAVIORAL OBJECTIVES	5
SECTION II:	INSTRUCTIONAL DESIGN	6
SECTION III:	PRE-TEST	7
SECTION IV:	LIST OF MATERIALS FOR COURSE	8
SECTION V:	PROCEDURES	9
	OBJECTIVE 1: Group Counseling Theory and Techniques	9
	OBJECTIVE 2: Structured Group Experience Plan	10
	OBJECTIVE 3: Implementation of Group Plan	11
	OBJECTIVE 4: Client-Centered Counseling	12
	OBJECTIVE 5: Rational-Emotive Therapy	13
	OBJECTIVE 6: Behavior Modification	14
	OBJECTIVE 7: Family Counseling	15
	OBJECTIVE 8: Crisis Intervention	16
	OBJECTIVE 9: Social Service Delivery Systems	17
SECTION VI:	POST-TEST	19
SECTION VII:	FEEDBACK	20
SECTION VIII:	ADDENDUM A: Techniques of Intervention Laboratory Experience Description	21
	ADDENDUM B: Team Individualized Treatment Plan (TITP)	25

SECTION I: BEHAVIORAL OBJECTIVES

Upon completion of this module, each student will be able to:

1. demonstrate knowledge of the basic techniques of group counseling.
2. plan a structured group experience for a small group of clients and get this plan approved by the instructor, doctor, shift supervisor, and group consultant.
3. implement a plan for a structured group experience.
4. demonstrate knowledge of the techniques of Client-Centered Counseling.
5. demonstrate knowledge of the techniques of Rational-Emotive Therapy.
6. demonstrate knowledge of the techniques of Behavior Modification.
7. demonstrate knowledge of the techniques of family counseling.
8. demonstrate knowledge of the techniques of crisis intervention.
9. demonstrate knowledge of social service delivery systems; i.e., how to use them as referral sources and how to select the appropriate service for a particular client/patient.


Module Goal
The student will be able to utilize social service delivery systems and the basic concepts of a variety of intervention techniques. In an experiential laboratory the student will plan and implement an eight week group experience for a small group of clients/patients.
Behavioral Objectives
Applies theories and constructs from the various intervention modalities
Identifies resources and can use the referral process
Designs, implements, and monitors a structured intervention for a small group
Knowledge Base
Comprehends theories and techniques of group intervention
Comprehends theories and techniques of Client-Centered Counseling and Rational-Emotive Therapy
Comprehends theories and techniques of behavior modification
Comprehends theories and techniques of family intervention
Comprehends theories and techniques of crisis intervention

SECTION III: PRE-TEST

Check YES or NO as to whether or not you can answer each of the following questions.

YES	NO		
___	___	1.	Summarize the basic techniques of group counseling.
___	___	2.	Create an imaginary group of clients and write a hypothetical treatment plan for them, utilizing the Team Individualized Treatment Plan format modification for group treatment programs.
___	___	3.	Describe how you would implement the treatment plan developed in question 2.
___	___	4.	Describe the basic concepts of Client-Centered Counseling, including a discussion of goals, the role and relationship of the counselor and the client, and techniques used in this approach.
___	___	5.	Describe the basic concepts of Rational-Emotive Therapy, including a discussion of goals, the role and relationship of the counselor and the client, and techniques used in this approach.
___	___	6.	Describe the principles and techniques of behavior modification, including a discussion of when this approach is appropriate goals of the intervention and the role of the counselor and the client.
___	___	7.	Describe the techniques of family counseling, including a discussion of when it is appropriate and which family members will be included.
___	___	8.	Describe the techniques of crisis intervention, including a discussion of when it is appropriate, goals of the intervention, and the role of the counselor and client.
___	___	9.	List the social service agencies available in your area and describe the services offered and the types of clients eligible for the services.

If you cannot answer YES to all of these questions, this module should be helpful to you.

SECTION IV: LIST OF MATERIALS FOR COURSE

One copy of the Techniques of Intervention module for each student.

Texts

Corey, Gerald. Theory and Practice of Counseling and Psychotherapy. Brooks/Cole Publishing Company, Monterey, CA, 1977.

Trotzer, James P. The Counselor and the Group: Integrating Theory, Training and Practice. Brooks/Cole Publishing Company, Monterey, CA, 1977.

Library of Reference Materials

Aguilera, D. C. and Messick, J. M. Crisis Intervention: Theory and Methodology. The C. V. Mosby Company, St. Louis, MO, 1978.

Early Intervention Project Manuals*
Assertion Training: Four Approaches
Communications Skills Training
Family Training
Problem Solving Skills
Relaxation Training

Taulbee, Lucille R. Reality Orientation (manual). Available c/o Earl S. Taulbee, Bay Pines V.A., St. Petersburg, FL, 1976.

Satir, Virginia M. Conjoint Family Therapy. Science and Behavior Books, Palo Alto, CA, 1964.

Films

Three Approaches to Psychotherapy:* (each color film is 50 minutes long)
Client-Centered Approach
Rational-Emotive Approach
(optional) Gestalt Approach

Rewards and Reinforcements (26 minutes), black and white, can be rented from University of South Florida film library, Tampa, FL 33620.

(optional) Turning Point* (32 minutes), black and white.

Audiovisual Equipment

16mm projector and screen

*Available from: Florida Mental Health Institute
13301 30th St. North
Tampa, FL 33612

SECTION V: PROCEDURES

OBJECTIVE 1: The student will demonstrate knowledge of the techniques of group counseling.

Estimated class time for completion: 12 hours
Equipment: (optional) 16mm projector and screen

Instructional Procedures

Readings

a. Trotzer, Chapter 2: Definition and Distinctions.
b. Trotzer, Chapter 4: The Process of Group Counseling.
c. Trotzer, Chapter 6: Communication Exercises in Groups.
d. Trotzer, Chapter 7: Differentiating Between Groups.

Teaching Modalities

a. Lecture on group counseling, types of groups, advantages/disadvantages of groups, and the considerations in starting a group, e.g., group meeting time and place, duration of group, selection of members, role of leader and members, stages of groups.

b. Group experiences: Class will be divided into four groups, each of which will be led (initially by the instructor and later by the students themselves) in a series of growth group experiences (one experience per class period) selected to show the students how to start a group, get feedback, etc. Groups will be led "fishbowl" style, with three groups watching the experience of the fourth. Each exercise will be initiated and carried out for about 15-20 minutes, to be followed by a discussion of group process, i.e., the role of the leader, functioning of the group members, dynamics already existing and those that could be expected.

c. (optional) Film: Turning Point.

Student Assignments

a. Answer study questions on lectures.
   Sample questions:
   1. Discuss the relative advantages and disadvantages of group and individual counseling.
   2. What is the difference between group guidance, group counseling, and group psychotherapy?
   3. Discuss the various stages of a group and how the role of the leader changes in these stages.

Demonstration of Competency

1. Prepare a brief written report on the type of group you want to lead, how group members will be selected, and the meeting time, place, and proposed duration of the group.

2. Outline the techniques you would use in the first session with the group you proposed above and the information you would want exchanged by and with the members.

OBJECTIVE 2: The student will plan a structured group experience for a small group of clients/patients.

Estimated class time for completion: 8 hours

Instructional Procedures

Readings

a. Trotzer, Chapter 5: The Group Leader.
b. Trotzer, Chapter 8: The Group Member.
c. Trotzer, Chapter 9: Organizing a Group Program.
d. Handouts on Reality Orientation, Remotivation, Communication Skills, and Problem Solving Skills.

Teaching Modalities

a. Overview of laboratory experience and role of consultant (see Addeadum A).
b. Lecture on designing a treatment program for a small group of clients, and on writing a module for a group using the TITP format (see Addendum B).
c. Lecture on the four group approaches to be used in the laboratory experience. (Reality Orientation, Remotivation, Communication Skills, and Problem Solving Skills).
d. Discussion of the following issues:
    1. Matching appropriate technique with client population
    2. Maintenance of group records
    3. Role of group leader
    4. Role of group members

Student Assignment

Write a plan for an eight-week structured group experience for a small group of clients/patients. Use either the techniques of Reality Organization, Remotivation, Communication Skills, or Problem Solving Skills.

Demonstration of Competency

Have the group TITP signed off, first by the instructor, and then by the appropriate persons. If your TITP is not approved, consult, rewrite and submit again until it is approved.

OBJECTIVE 3: The student will implement a plan for a structured group experience.

Estimated class time for completion: 4 hours
Estimated lab time: 16 hours: 8 hours with group; 8 hours with consultant

Instructional Procedures

Teaching Modalities

a. Discussion of selecting consultant, group members, arranging group meeting time and place.
b. Class discussions of students' group experiences. How did the group relate to you? How are you handling absentees, silent members, monopolizers? Are you noticing any changes in your attitude or behaviors as a group leader? Any changes in attitude or behavior of your group members?

Student Assignments

a. Select and prepare four to six clients/patients for participation in the group.
b. Implement the eight-week plan, meeting one hour a week with the group, maintaining records of the group's progress, and also meeting weekly with your consultant.
c. Write an evaluation of your group experiences.

Demonstration of Competency

Meet with your group consultant to receive feedback and have the laboratory experience rating sheet (see Addendum A) completed. Turn in the completed form to your instructor.

OBJECTIVE 4: The student will demonstrate knowledge of the techniques of Client-Centered Counseling.

Estimated class time for completion: 3 hours
Equipment: 16mm projector and screen

Instructional Procedures

Reading

Corey, Chapter 4: The Client-Centered Approach.

Teaching Modalities

a. Lecture on theory, principles, and practices.
b. Film: Three Approaches to Psychotherapy: Client-Centered Therapy.
c. Discussion of film.
d. Presentation of case study by instructor, and role playing of counseling session.

Student Assignment

Answer study questions.
Sample questions:

1. What is the client-centered view of human nature?
2. What are the key concepts of the approach?
3. What are the therapeutic goals?
4. Discuss the roles of the therapist and the client in this approach and the nature of their relationship.
5. What are the major techniques and procedures used in this approach?

Demonstration of Competency

Write a summary of Rogers' approach to therapy and point out examples of how he applied his theory to the client he saw in the film The Client-Centered Approach.

OBJECTIVE 5: The student will demonstrate knowledge of the techniques of Rational-Emotive Therapy.

Estimated class time for completion: 3 hours

Instructional Procedures

Reading

Corey, Chapter 8: Rational-Emotive Therapy.

Teaching Modalities

a. Lecture on theory, principles, and practices (ABCD approach).
b. Film: Three Approaches to Psychotherapy: Rational-Emotive Therapy.
c. Discussion of film.
d. Presentation of case study and role playing of counseling session.

Student Assignment

Answer study questions.

Sample question:

Identify a problem you have recently experienced. Go through the ABCD approach described in class. Identify the Activating event, the Beliefs about the event, the Consequences, your methods of Disputing these beliefs, and the effects of this process.

Demonstration of Competency

Write a summary of Ellis' approach to therapy and point out examples of how he applied his theory to the client he saw in the film The Rational-Emotive Approach.

OBJECTIVE 6: The student will demonstrate knowledge of the techniques of behavior modification.

Estimated class time for completion: 12 hours
Equipment: 16mm projector and screen

Instructional Procedures

Reading
Corey, Chapter 7: Behavior Therapy.

Teaching Modalities
a. Lecture on theory, principles, and practices, with emphasis on methods of systematic desensitization and assertiveness training.
b. Film: Rewards and Reinforcements.
c. Discussion of film.
d. Presentation of case studies and role playing for each of the behavioral techniques.

Student Assignments
a. Practice relaxation on two people.
b. Write a hierarchy for a problem of yours or a friend's, suitable for use in systematic desensitization.
c. Write a hierarchy for use in assertiveness training with a person you know.
d. Answer study questions.
Sample questions:
1. Discuss the considerations for selecting a reinforcer and implementing it in a behavior modification program.
2. Define each of the following terms: classical conditioning, extinction, shaping, modeling, stimulus generalization, assertiveness training, and systematic desensitization.

Demonstration of Competency

1. Select a problem behavior of a client/patient, friend, or family member and write a report on how you would use reinforcers and the principles discussed in class to modify that behavior.

2. Read the following case study. Design a treatment program for the client using the principles and techniques of behavior modification.

A mother has brought her 15 year old daughter into the community mental health center where you are working, and the case has been assigned to you. The presenting problem is the 15 year old's nervousness about ordering for herself in restaurants. Her fear has reached such a level that she has begun refusing dates or opportunities to go out with girl-friends, if she thinks she may be called upon to order food in front of her date or friends. She is embarrassed by her lack of social skills and feels alienated and misunderstood.

OBJECTIVE 7: The student will demonstrate knowledge of the techniques of family counseling.

Estimated class time for completion: 3 hours

Instructional Procedures

Reading
(optional) Satir, Conjoint Family Therapy.

Teaching Modalities
a. Lecture on the general considerations, the Communications school (Satir, Haley, Jackson, etc.), use of behavioral contracts.
b. Presentation of case studies with class discussion of various family intervention strategies.

Student Assignment
Answer study questions.
Sample questions
1. Define the following terms: conjoint family therapy, family homeostasis, double bind.
2. What factors would affect your decision to see a client/patient individually, in a group, or in family counseling?

Demonstration of Competency

Read the following case study and write the answers to the questions at the end.

The intake counselor at the community mental health center where you are working has assigned to your caseload a family with multiple problems. The 13 year old daughter is the parents' major source of concern as she is sexually promiscuous and is known to drink in excess and smoke marijuana. Her grades are fair to poor and she has been suspended from school several times. She lives at home with her mother, father, and a 30 year old half-sister from the mother's first marriage.

The mother is permissive with the teenager, allowing her to date sometimes without the father's permission or knowledge. When the girl comes home late or drunk, the mother alternately scolds her and defends her to her father. The father dotes on her as if she were a prized possession but apparently is incapable of getting close to her or of providing parental guidance.

The mother says she stays with her husband only for financial reasons and that she never really loved him. Some social history data collected by the intake counselor suggests the father may be severely emotionally disturbed. The mother feels abused and degraded by both her husband and younger daughter and often turns to her older daughter for comfort and support.

The older daughter complains of nervousness and of being overweight, but she is working full-time and is able to help the family financially.

Which members of this family would you want to see in counseling? Would you see them individually or as a group? What are the major problems you can work with? What would be your short-term goals? Your long-term goals?

OBJECTIVE 8: The student will demonstrate knowledge of the techniques of crisis intervention.

Estimated class time for completion: 3 hours

Instructional Procedures

Readings

a. Aguilera, Chapter 2: Differentiation Between Psychotherapeutic Techniques.
b. Aguilera, Chapter 5: Problem-Solving Approach to Crisis Intervention.

Teaching Modalities

a. Lecture on identifying crisis patients, steps in assessment and intervention, use of medical and social service agencies as referral sources.
b. Presentation of case studies by instructor and class discussion of intervention strategies.

Student Assignment

Answer study questions.
Sample questions:

1. What are the elements that distinguish a crisis from other problems that bring people to social service agencies?
2. What are some initial questions you would ask to determine whether a crisis client is homicidal/suicidal?
3. What is the goal of crisis intervention?

Demonstration of Competency

Read the following case study. Using the format described in Aguilera and Messick's Crisis Intervention, describe how you would proceed in handling this case. Discuss background information you would need and other professionals or agencies you might contact as part of your intervention strategy.

A 28 year old woman was brought into a crisis center by her husband. She has been extremely depressed since the stillbirth of her first child two months ago. She has been unable to return to her job because of crying spells, and also has been unable to eat or sleep with regularity. Her husband came home from work the day before to find his wife sitting at the kitchen table staring at a large kitchen knife. When he asked what she was doing, she replied, "I'm no good for you or anyone else. I should just end it all, but I'm too much of a coward to even do that right."

OBJECTIVE 9: The student will demonstrate knowledge of social service delivery systems, i.e., how to use them as referral sources and how to select the appropriate service for a particular client/patient.

Estimated class time for completion: 6 hours

Instructional Procedures

Teaching Modalities

a. Lecture on social service delivery systems, both public and private, and referral and follow-up procedures. Client factors to be considered (expectancies and motivation, time and finances available for intervention).
b. Presentation of case studies by instructor, and class discussion of potential intervention methods, social services to be utilized.

Student Assignments

a. Review directories of local and state social service programs. (United Way frequently publishes such a directory.) Check telephone directory for private practitioners (psychologists, psychiatrists, social workers, family counselors, etc.).
b. If no directory of local services is available, have students compile one using community contacts, telephone directories or other sources.
c. (optional) Arrange field trips for small groups of students to nearby social service programs. Have students report to class what the program does, types of clients/patients served, etc.
d. Answer study questions.
   Sample questions:
   1. How might you obtain knowledge of services in your area; that is, what key community people would you want to know? Where could you get a directory of services? What are the strengths and weaknesses of the services in your area?
   2. What steps would you go through to refer a client to a service, and to be sure the client actually received the service?
   3. Define client advocate.

Demonstration of Competency

a. Prepare a chart of social service agencies in your geographic area. List the types of services offered and clients served by each agency.
b. For each of the following cases, name two social service programs to which the case could logically be referred. Assume you are in a city where a large range of services are available. Use no service more than once.

   Case 1: A chronic alcoholic, 50 years old, has lost his job and is receiving a limited pension from the V.A.
   Refer to: a) b)

   Case 2: A twenty-nine-year-old woman with two small children has been abandoned by her husband. She needs money for food, rent, and car payments.
   Refer to: a) b)

Case 3: An elderly couple has been reported by neighbors to be living in unsanitary conditions and is in poor health. There are no relatives to help them.
Refer to: a) b)

Case 4: A child-abusing mother has attempted suicide after her children were taken away from her.
Refer to: a) b)

SECTION VI: POST-TEST

1. Summarize the basic techniques of group counseling.

2. Describe your group of clients/patients and summarize your treatment plan for them, utilizing the Team Individualized Treatment Plan format modification for group treatment programs.

3. Describe how you implemented the treatment plan you developed.

4. Describe the basic concepts of Client-Centered Counseling, including a discussion of goals, the role and relationship of the counselor and client, and techniques used in the approach.

5. Describe the basic concepts of Rational-Emotive Therapy, including a discussion of goals, the role and relationship of the counselor, and techniques used in this approach.

6. Describe the principles and techniques of behavior modification, including a discussion of when this approach is appropriate, goals of the intervention, and the role of the counselor and the client.

7. Describe the techniques of family counseling, including a discussion of when it is appropriate and which family members will be included.

8. Describe the techniques of crisis intervention, including a discussion of when it is appropriate, goals of the intervention, and the role of the counselor and client.

9. List the social service agencies available in your area and describe the services offered and the types of clients eligible for the services.

SECTION VII: FEEDBACK

In order to improve this Techniques of Intervention module your ongoing feedback is essential. As you work through this module, please record specific information on what was helpful to you and what was not. Also include any suggestions or ideas that occur to you. (This feedback will in no way affect your grade.)

Please evaluate each of the following:

1. The textbooks:

2. Lecture/discussions:

3. In-class activities:

4. The films:

5. Student assignments:

6. Evaluation/grading system:

7. How relevant the course materials were to you as a Human Service Worker:

8. Additional comments:

SECTION VIII: ADDENDUM A

TECHNIQUES OF INTERVENTION LABORATORY DESCRIPTION

Students in the Techniques of Intervention course will be asked to lead an eight-week group of four to eight individuals in weekly meetings dealing with communication skills, problem solving skills, remotivation, or reality orientation. In order to supervise this laboratory experience students will be asked to meet one hour a week in groups of three with a group consultant to discuss their group experiences and receive suggestions and criticism from their consultant and peers. Such meetings should help the students: improve interpersonal skills; evaluate their own performance in the laboratory task; familiarize themselves with the approaches, problems, and successes of two other students; and offer themselves the chance to discuss problems and necessary changes in group strategies or personal approaches.

Training Objectives

Consultants will be asked to rate the students on a seven point scale (from poor to excellent) on the degree to which they have demonstrated the following skills:

1. Assumes responsibility for the routine functioning of the group.
2. Displays insight into the group processes and the individual group members' contributions to these processes.
3. Demonstrates ability to learn from client/patient contact, e.g., which methods work and which do not.
4. Demonstrates creativity and the ability to modify situations as needed.
5. Displays motivation and a desire to learn.
6. Displays dependability both as a group leader and as a consultee.
7. Is open and honest with the consultant about both problems and successes in the group.

8. Takes constructive criticism well.

9. Attends consultation sessions regularly and is punctual.

10. Demonstrates ability to implement the consultant groups' recommendations.

11. Consultants' overall rating of the students' performance in the practicum assignment.

The Consulting Hour

Before implementation of the group plan approval will be obtained from the appropriate personnel.

Of particular concern to the consultant should be the behavioral objectives selected by the student and the appropriateness of the procedures specified to meet these objectives. The consultant should question and comment freely on the plan, pointing out any roadblocks or problems that would hinder the student's efforts.

During the weekly consultations after the groups have been started, the consultant will want to discuss the procedure carried out in the group and its effectiveness. Among the issues that might be discussed are the following. How did the group members respond? Did some participate more readily than others and if so, what was done or what could be done to bring out the reticent members? Were there any practical problems that need to be resolved before the next meeting such as getting the patients to the meeting, or the time or place of the meeting? How does the student feel about his performance? Are there any needs for change in the group plan before the next meeting? How did his relationships with the group members differ from his daily interactions with them on the individual basis?

One potential pitfall in the consultation process is the student's anxiety or ambivalence about being evaluated. These feelings might be manifested by the student missing or coming late to consultation appointments, presenting

examples of good work only and avoiding discussion of anything that would suggest a need for assistance or relying too heavily on the consultant for suggestions rather than coming up with his own. In working with this ambivalence the following set of principles and strategies may be helpful:

1. Work hard to get mutual training objectives concretely defined early in the relationship.

2. Listen a lot, as empathically as possible (especially in the early stages of supervision), with two specific aims: (a) to communicate respect and understanding of the student's feelings and real skills, and (b) to understand the student's particular style in dealing with ambivalence of supervision, if it exists.

3. Give as much positive reinforcement as possible through genuine approval and praise of skills and competencies demonstrated.

4. Do everything possible to help the student have, as much as possible, many successful work experiences; this provides the student a "saving account" of competence and facilitates facing the problems that come with every job experience.

5. Continuously expect the student to do the best that he or she can within the limits of the laboratory experience; and respectfully point out when this is not the case.

6. Approach the students' mistakes, feelings of inadequacy, and failures to perform as expected as a natural happening and with an expectancy that discussing them will lead to new feeling of competence. It is helpful to share with the students the notion that mistakes are necessary but not sufficient for growth in any experience.

7. Try to be available to students for those extra times when they need support.

8. Whenever the process reaches an impasse, call in a colleague to help as an unbiased third party.

The course instructor will keep in contact with the consultants during the eight weeks of the laboratory experience.

LABORATORY EXPERIENCE RATING SHEET

To Be Completed By Group Consultant

Student's Name _____

Please rate the student you have been consulting with on the following items. Going over your ratings with the student during your last consultation sessions will make the ratings a learning experience. Have the student return the rating sheet to the instructor.

		poor						excellent
1.	Assumes responsibility for the routine functioning of the group.	1	2	3	4	5	6	7
2.	Displays insight into group processes and the individual group members' contributions to these processes.	1	2	3	4	5	6	7
3.	Demonstrates ability to learn from patient/client contact, e.g., which methods work and which do not.	1	2	3	4	5	6	7
4.	Demonstrates creativity and the ability to modify situations as needed.	1	2	3	4	5	6	7
5.	Displays motivation and a desire to learn.	1	2	3	4	5	6	7
6.	Displays dependability both as a group leader and as a consultee.	1	2	3	4	5	6	7
7.	Is open and honest with the consultant about both problems and successes in the group.	1	2	3	4	5	6	7
8.	Takes constructive criticism well.	1	2	3	4	5	6	7
9.	Demonstrates ability to implement the consultant group's recommendations.	1	2	3	4	5	6	7
10.	Attended regularly and was punctual at consultation sessions.	1	2	3	4	5	6	7
11.	Consultant's overall rating of the student's performance in the laboratory experience assignment.	1	2	3	4	5	6	7

Comments:

_____

Consultant's Name

ADDENDUM B

TEAM INDIVIDUALIZED TREATMENT PLAN (TITP) OUTLINE

Student's Name_____

Unit_____

Shift_____

1. Client(s) - List name(s) of client(s) selected.

2. Problem(s)

3. Behavioral Objective(s) - Observable and specific: "The client(s) will be able to . . ."

4. Time Required

5. Procedure(s) - List steps to be followed in sequence that will lead to achieving the behavioral objective.

6. Assessment - In terms of behavior: How you will know that the behavioral objective has been reached.

7. Staff - List team members participating in the TITP and indicate their roles.

8. Resources - Indicate proposed location. Specify space/equipment/supplies required.

9. Approval

____ A. The TITP is approved as proposed.

____ B. The TITP will be approved, subject to the following modification(s):

_____

_____

_____.

Resubmit.

Instructor_____ Date:_____

Doctor_____ Date:_____

Shift Supervisor_____ Date:_____

Primary Consultant_____ Date:_____

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